



Grade 12 - Race, Literature, and Culture Unit 1 - Race: Social Concept and Implications

Unit Focus
The goal of this unit is to introduce students to four major concepts that we will examine in depth throughout the course. First, we will look at historical definitions of race and the hierarchies created among races throughout American history. Students will also consider the merits and flaws of a "colorblind" society, explicit vs. implicit bias, and the danger of a single story. Students are expected to come to this course with prior knowledge of the historical timeline/basic facts of early African American history. We will build upon that knowledge and further explore the aforementioned concepts with an in-depth analysis of various texts. Ultimately, students will be able to apply their new knowledge to a contemporary setting.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>Common Core Standards <i>English Language Arts: 12</i> <i>919568 Reading: Informational Text</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. <i>919579 Writing</i> • CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.) • CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. <p>Student Growth and Development 21st Century Capacities Matrix <i>Critical Thinking</i></p> <ul style="list-style-type: none"> • Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. <p><i>Global Thinking</i></p> <ul style="list-style-type: none"> • Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews. 	T1 Comprehend and engage with a variety of texts in order to become independent, critical thinkers.	
	T2 Compare and contrast informational and literary texts to synthesize information to grow and change a position.	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	U1 Race is a social concept.	Q1 Where do ideas of race come from?
	U2 There are different types of racism, some of which are conscious and others unconscious.	Q2 What are the merits and flaws of an argument that we live in a colorblind society?
	U3 There is constant debate over the role of race and racism in contemporary society (i.e. colorblindness).	Q3 What is racism? (Implicit vs. Explicit)
	U4 The experiences of an individual do not define a group, and the experiences of a group do not define an individual.	Q4 What is the danger of a single story?
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
K1 How race has been defined	S1 Evaluate the merits and flaws of various arguments	
K2 Colorblind society arguments	S2 Consider the nuances of various definitions of race	
K3 Content-specific vocabulary (one-drop rule, mulatto, miscegenation, racial passing, Ebonics, black face, assimilation)	S3 Analyze texts for their treatment of race (explicit and implicit)	
K4 Implicit vs. explicit racism		
K5 The concept of a single story		